1. Approval of Minutes for November 13, 2014. (proposed minutes are attached)
2. Discussion of Proposed Strategic Planning Goals. The goals document was sent on Nov. 10 to the subcommittees along with the agenda for our Nov. 13 meeting. The same document is still available on the Strategic Plan website, on Inside John Jay. The Ad Hoc Committee for the Strategic Plan met last week to evaluate all the feedback to date in preparation for posting a revised list of goals on Feb. 4 for a second comment period. At that meeting the committee decided to omit goals 2 (Going Global), 4 (Research Reputation—but part of this will go under 10, Faculty Support), 5 (Changing Infrastructure for Efficiency and Service), and 8 (Dorms). There were a couple proposed changes that still need to be drafted and reviewed by the committee ahead of the next posting. After the next comment period, the list will likely be reduced to 4 or 5.
Those of us at the Ad Hoc committee meeting will report on the feedback received and discussion, prior to our own review of the options going forward.
3. New Business or Reports. If there are budget or other updates, we can handle them here.
Joint Meeting: SPS – FPS
Minutes
January 29, 2015

Present: Jane Bowers, James Llana (SPS Chair), Robert Pignatello (FPS Chair), Ricardo Anzaldua, Ned Benton, Sandrine Dikambi, Anthony Marcus, Janice Dunham, Mark Flower, Karen Kaplowitz, Tom Kucharski, Robert Troy, Virginia Moreno, Alison Orlando (Recorder)

1. Approval of Minutes from November 13, 2014. Minutes were approved as proposed.

2. Discussion of Proposed Strategic Planning Goals. Jane, Jim and Karen--co-chairs of the Ad Hoc Committee for the Strategic Plan--reported on the progress made in the committee’s last meeting. At the meeting, the Committee reduced the number of strategic planning goals from 10 to 6 as a means of prioritization. There were brief explanations as to why goals 2 (Going Global), 4 (Research Reputation), 5 (Changing Infrastructure for Efficiency and Service), and 8 (Dorms) were omitted. Karen and Jane expressed their support of Goal 9 (Build a First Class, Comprehensive Pre-Health Professional Program) as it has the ability to transform John Jay by diversifying the student body and majors. Rob raised the question, how will the Strategic Plan guide us in decision-making if an item is not included in the plan? The example of dorms was given. Jane explained that in an ideal world the goals in the plan would trump all, and the plan would serve as a guide to financial decision-making. Jim stated that items at the bottom of the list may move ahead and that this is an open process. The issue was then raised that the cost and return of the goals needs to be known in order to prioritize. Jim noted that price tags will soon have to be added to the goals. Karen proposed changing the wording of the goals but it was decided to discuss this issue outside the meeting. Mark raised the point of having measurements of success to determine how we are doing. Jim very much agreed and responded that during implementation of the plan measurements of success would be used. Virginia spoke about the need to know where we are now and to understand what is working or not working for the institution; the strategic plan should be built around this concept. Jane responded that this is a vision document involving strategic choices for the future and not necessarily a logical extension of where we are now. There was a discussion about Goal 6 (Take John Jay Online to the Next Level). Janice suggested adding academic technology to the goal. Jane felt this would change the goal when the focus is on creating a more robust John Jay Online. Anthony elaborated that they are two separate categories and should be kept separate. Ned made a motion to endorse the choices selected and to await further refinements. The motion was seconded and a vote was taken. The motion passed with a vote of: Y – 6, N – 0, A – 0

3. New Business or Reports. There was no new business.
Strategic Planning Options: John Jay 2020

Strategic Planning at John Jay includes a number of initiatives, including the annual CUNY PMP goals and targets, the Financial Plan, the Academic Plan, the Enrollment Management Plan, and the “Strategic Plan” itself. All should reinforce one another and move the College in the same general direction. The present proposal for the Strategic Plan represents distinctive and transformative efforts to move the institution to very particular places in the five-year vision of the College. We have recently concluded more than two years in self-examination for the Middle States reaccreditation review, and prior to that the College engaged its “critical choices agenda” of discontinuing associate programs, creating the CUNY Justice Academy with our community college partners, and launching new liberal arts programs; that agenda is still open and active as are our other planning efforts. Having passed through a major turn that put the College on an all-baccalaureate footing with a stable enrollment and established a solid foundation for the John Jay of the future, it’s a good time to concentrate on a few critical areas as we enter the next fifty years.

The following goals offer opportunities for the integration of academic learning and personal development—some more directly than others—but the institution cannot accomplish all of them at once; therefore, setting priorities is necessary. In the interest of effecting significant changes over the next five years, we are proposing a campus conversation to decide on a handful of goals that will constitute the Strategic Plan for 2015-2020.

A Note on Resources. Adequate financial support is essential for any significant plan, especially one calling for transformative outcomes. As the Middle States Commission frequently reminds its members, institutional objectives must be used for resource allocation. John Jay faces serious fiscal challenges over the next few years, but meaningful institutional advancement depends upon finding a way to fund the College’s most pressing priorities.
1. **Provide for Every Student the Academic and Personal Foundations for Post-Graduate Success**

“The College’s liberal arts curriculum equips students to pursue advanced study and meaningful, rewarding careers in the public, private, and non-profit sectors.” Mission Statement

The John Jay mission statement also recognizes that our students are “passionate about shaping the future,” but to productively engage the future passion must be channeled through a carefully planned program of learning, both in and out of the classroom. The College must position students—one at a time—for life-long learning and professional success along various paths into careers and graduate study. Some elements of that positioning are common to all students, whatever their passions, and some reflect particular interests.

A recent poll conducted by the *Chronicle of Higher Education* revealed that employers look at job candidates first for internships, followed by employment during college, college major, volunteer experience, and extracurricular activities, in descending order of importance. At the bottom of the list were relevant coursework, college GPA, and college reputation.

The list varies somewhat depending on the industry in question, but the importance of experiential learning stands out across the board for students headed in any direction. As they focus on particular post-graduate pathways, John Jay students must be able to count on a robust program of internships, volunteer work, and paid employment, to understand literally how the world works in their chosen field.

It is also true that in every endeavor, John Jay students will require practical skills of the kind recommended by the American Association of Universities and Colleges in its “Liberal Education and America’s Promise” program: written and oral communications, critical and creative thinking, teamwork and problem-solving, quantitative thinking, and inquiry and analysis. Some of these skills are part of the General Education program at John Jay, but we must fill the gaps where they exist.

On a personal level, all John Jay students should work toward an understanding of their aspirations and values that ultimately give meaning to life; self-awareness—a fundamental purpose of education—is essential to finding a satisfying fit in a community, in a career, and in the world at large. While the aim is personal, the approach is social, as our Mission Statement suggests: “The breadth of our community motivates us to question our assumptions, to consider multiple perspectives, to think critically, and to develop the humility that comes with global understanding.” Educating for Justice takes
place best in a community of diverse learners, at the intersection of personal and intellectual development.

The College does an excellent job in every aspect of positioning just described. In addition, since 2008 we have added learning communities, first-year seminars, a common intellectual experience through the Justice Core, writing-intensive courses, undergraduate research, and courses and programs that emphasize diversity and/or global learning. However, too many students miss important learning opportunities because they are unaware of them or because they are not presented often enough or prominently enough. This goal aims to embed those opportunities systematically in all academic and extra-curricular programs in order to touch every student. John Jay is committed to graduating students who are positioned for success, professionally and personally.

Objectives and strategies for Post-Graduate Success:

- Tap “communities of practice” systematically for information and advice on entering fields of interest to John Jay students. Make results of those conversations easily available to current and prospective students on the College website.
- Engage students in exploration of career options early in the freshman year.
- Incorporate service learning opportunities into the college experience of every John Jay student.
- Quadruple the rate of formal participation in faculty-sponsored student research.
- Create research-intensive courses and appropriate faculty development to support them.
- Infuse quantitative literacy across the curriculum.
- Ensure that all students who graduate from John Jay have had at least one writing-intensive course by making all 300-level Justice Core courses WI. Support the development of Writing Intensive courses across all disciplines and provide appropriate faculty development to support them.
- Make problem-solving, teamwork, and other forms of active learning an important part of pedagogy across the College.
- Expand internship programs through new partnerships with public and private-sector organizations.
- Establish an office of Graduate School Preparation that will engage students from the beginning of their careers at John Jay.
- Sponsor annually industry-specific roundtable discussion series on workforce trends.
- Provide the robust faculty development programs needed to fully support these student learning endeavors and increase support for the Center for the Advancement of Teaching.
2. Global Citizenship for John Jay and for our Students

“Through their studies our students prepare for...global citizenship...”  Mission Statement.

The College is deeply engaged in activities around the world, and on campus the world at large is our focus in many ways. We annually host scholars from other countries, and our foreign students number about 180. The College has 27 active international agreements with partner academic institutions. Our biennial international conferences typically host over 200 participants from more than 30 countries. Every academic department has at least one faculty member engaged in international scholarly work. Our student body comes from families where more than 100 languages are spoken. We have experienced enormous growth in our global connections, but we have often taken opportunities where they appeared instead of selectively harnessing global engagement to our mission.

Thus we are remaking John Jay as a global institution, and fortunately we have a roadmap to do so in the Internationalization Committee report that lays out a number of far-reaching recommendations, the first of which is to develop a vision for global education at John Jay. Beyond the vision the College will develop infrastructure for planning and for student support.

Objectives and strategies for Global Citizenship:

- John Jay will more systematically participate in the global justice sphere, with research, training, internships, service learning, institutional partnerships, and study opportunities around the world for students and faculty.
- At home, explicit learning outcomes will ensure that the curriculum will reflect the global framework for knowledge, especially in our program of General Education.
- The College will develop a comprehensive infrastructure to serve our foreign students as well as to support our native students seeking study opportunities abroad.
- The International Advisory Board will develop broad recommendations for policy in global engagement and consult with the Senior International Officer to ensure coherent programs and practices in line with the College Mission and strategic priorities.
- Financial support will be available to students and faculty to take advantage of the global opportunities on offer.
• The importance of thinking and acting transnationally will be effectively communicated to students and faculty both through formal communication but also through extra-curricular activities such as speakers, films, art exhibits, and other activities.
• John Jay, currently number seven, will rank among the top two or three CUNY schools in terms of student participation in international education programs.

3. Enhance Access Through Scholarships

“We foster an inclusive and diverse community drawn from our city, our country, and the world.”
Mission Statement

An important tool in building the student mix we seek is scholarship aid. The College distributes nearly $1 million in scholarships and fellowships at the present time, but most of it goes to continuing students. Our ability to offer merit scholarships will be key to attracting freshmen, transfers, and graduate students with the academic backgrounds to match our increasing expectations for credit accumulation and timely graduation, intellectual engagement, independent and faculty-guided research, and experiential learning both on and off-campus. At the same time, maintaining a diverse student body is of paramount importance.
Objectives for a Scholarship Strategy:

- Working primarily through the John Jay College Foundation, the College will create a significant endowment fund for scholarships by 2020.
- Not only will the College increase its aid considerably, but scholarships will be deployed more strategically to achieve enrollment targets for various populations.
- Alumni donor participation rate will be 10%.

4. Expand John Jay College’s National and International Reputation for Research of Consequence

“Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies.” Mission Statement

Research productivity and impact has a significant effect on an institution’s reputation with external scholars, communities of practice, and students. With few exceptions, scholarship of consequence at John Jay has not received the recognition it deserves, and the College research profile is often misinterpreted as falling narrowly within the Criminal Justice field. Yet, John Jay ranks fourth in research and contract dollars within CUNY, and has a growing research presence in the sciences, humanities, and other fields in addition to the criminal justice field, broadly defined. The College will seek as part of its Strategic Plan to position research at John Jay within a national and international frame. This is important to enrich the environment for future funding, for research collaboration, and for strategic partnerships with other organizations but also for recruitment of students and faculty.
Objectives and strategies for Recognition of John Jay research:

- Develop staff to focus on packaging and disseminating news on research at John Jay to external constituencies.
- Adapt campus publications for external distribution.
- Develop a marketing philosophy with regard to John Jay research.
- Tailor and professionalize events on campus—symposia, talks, panels—for distribution to professional networks through traditional and social media.
- Create and target constituencies with information around themes reflected in faculty research.
- Develop student recruitment materials around faculty research.
- Increase faculty/student research activity.

5. **Create Academic Infrastructure for Optimal Efficiency and Service to Faculty and Students**

   “As we look toward our fiftieth birthday, we honor the college we are, as we design the college we wish to become. Our transformation is not finished.” Vision Statement

The College has reached a size that requires greater efficiency in the delivery of services to faculty and students. With 23 departments across all academic areas reporting directly to the Provost, the current structure is an anomaly. The creation of “schools” within the College would decentralize many types of decisions and enable administrative service to be more focused and more responsive to the everyday needs of faculty and students. Faculty, students, and administrators would think in terms of their School for solving problems and creating opportunities. With the School as unit, planning would often be easier since the relevant departments would have more in common than the collection of all departments. The School would in effect develop as a permanent interest group, pushing for advantages and resources peculiar to the needs of its members; schools would give a new voice to departments that are not always heard in the present configuration. To the outside world, Schools would offer greater articulation of the College identity for prospective students, faculty, staff, and donors—something especially important as John Jay broadens its claim as a liberal arts institution.
Objectives for a new Academic Infrastructure:
- Academic departments will be organized around “schools,” each with a mandate to promote the interests of its constituent departments, faculty, and students while at the same time participating in College-wide initiatives and activities.
- Schools will be the primary unit for OTPS and College Assistant budgeting.
- Governance bodies—Faculty Senate, College Council, and other Charter committees--will continue to function at the College level, but some curricular and personnel matters will be managed at the school level prior to college-level action.
- Schools will be the primary unit for student actions that are currently managed at the college level.

6. Take John Jay Online to the Next Level

“Our professional programs introduce students to foundational and newly emerging fields and prepare them for advancement within their chosen professions.” Mission Statement

In the course of a generation, online learning has opened a universe of knowledge to learners across the globe, revolutionizing educational access and profoundly altering how teaching and learning take place. By the end of the decade, half of all college instruction in the world will be delivered online. Today’s college students—predominately a mix of traditional age students, young adults and working professionals---were born into the digital age. They thrive on technologically-assisted learning and benefit from the flexibility and intellectual excitement that web-based instruction and digital learning environments can provide. Because they came of age during the technological revolution, when the nature of work and the concept of a career were also transformed, they need to become true life-long learners, adept at using the tools and opportunities of the internet for learning, credentialing and continuing education over the full course of their professional lives.
John Jay College, currently offers about 2% of instruction online, a level well below what our students want and need to succeed. To catch-up with the digital age, provide our current students with the learning opportunities they seek, and expand access in the global age—a principle that undergirds our justice-focused mission—we need to advance our work in online programming. By accelerating the pace of our effort and aligning it with our mission, we can educate our students and transport our college into the future of teaching and learning. We can bring the world’s rich diversity into the classroom and provide our students with the educational experiences they need to launch and further their careers in our global world.

Objectives and strategies for John Jay Online:

- Offer all market-viable current masters programs online.
- Put all new masters programs online.
- Establish an array of professional studies online programs in mission-critical areas.
- Develop outstanding marketing, recruitment, and student support service capacity for John Jay Online.
- Establish an online General Education program and one undergraduate signature program.
- Establish online degree completion programs in most undergraduate and graduate programs.

7. **Strengthen John Jay’s Profile as an Hispanic-Serving Institution**

“We are dedicated to educating traditionally underrepresented groups and committed to increasing diversity in the workforce.” Mission Statement

Hispanics comprise 42% of the student population at John Jay College, giving it the largest Hispanic student population of any four-year college in the Northeast. As a federally designated Hispanic-Serving Institution, John Jay is eligible for federal funding, and the College will continue to take advantage of that revenue stream, but more importantly the College will build its identity as a Hispanic-Serving Institution through its comprehensive support of access and success for Latino students and thereby strengthen its commitment to diversity for the benefit of all students.
Objectives and strategies for Strengthening John Jay’s Profile as a Hispanic-Serving Institution:

- The 2020 Plan for Developing John Jay as a Hispanic-Serving Institution:
- Increase support for programs that raise awareness of the College in Latino communities.
- Expand the reach of student success programs, such as FYS Adelante!, to a greater number of Latino students.
- Provide Spanish-language versions (print, oral, electronic) of recruitment, financial aid, and orientation events and materials for prospective students and their families. Translate key content of the website into Spanish.
- Recognizing the importance of family buy-in for Latino student success, conduct Latina/o Family Orientation Sessions for the families of newly admitted students and generate an ongoing communications channel for those families.
- Develop the capacity for bilingual and bicultural student support services, aimed especially at student success.
- Develop and promote Hispanic-based campus programming and events, under the aegis of a funded Hispanic/Latino Cultural Center.
- Increase the number of Latino faculty.
- Support the expansion of the college’s curricular offerings in Latina/o Studies.
- Create academic success targets for Latino students related to credit accumulation, retention, advising, gateway course completion, and graduation.
- Institutional Research will define, track, and report on metrics for Latino student success, benchmarked against appropriate internal and external standards.
- Make explicit reference to John Jay’s HSI status in appropriate parts of the College communications plan.

8. Create Strong, Substantial Residence Life Program

“We foster an inclusive and diverse community drawn from our city, our country, and the world.”

Mission Statement

The College has recently introduced a residence life program with the opening of the John Jay residence at the New Yorker Hotel. This program takes a comprehensive approach to residence life by addressing the academic, social, and personal development of the
student as well as expanding the number of students who reside “on campus.” Building upon this concept, the college will create a robust residence life programming model to promote student success before and after graduation. Higher retention rates should result from a more engaged student body with a stronger sense of community.

Additionally, a greater residential capacity will permit the College to recruit more out-of-state, international, and graduate students as we sustain our diversity and strive to attract academically better-prepared students. To the extent possible, residential living will be close to campus and consolidated to maximize a sense of the John Jay community.

Objectives and strategies for Residential Life:
• Create a larger dormitory space convenient to the College with a capacity of 400 beds.
• The Residential Life program will serve x% of the freshman class by 2020.
• Create a learning-living community for first-year students that will integrate classroom learning with the residential experience. Unified around a common theme, cohorts of students will live together, attend a common academic course, and take part in co-curricular activities.
• Develop a Faculty-In-Residence program that would assist in achieving specific educational outcomes, including the promotion of an academic environment in the residence halls. Faculty responsibilities may include hosting lectures, leading co-curricular activities, advising, and mentorship.
• Create a programming and staffing model that will assist in achieving the goals of John Jay and the residence life program.
• Develop and maintain ongoing assessment of the residence programs put into place.
• Appropriate campus services will be available on a 24/7 basis for dorm residents.
• Residential life scholarships will be used to sustain a diverse community.

9. Create a First-Class Pre-Health Professional Program

John Jay will leverage its faculty and facilities in the natural sciences to build a comprehensive pre-health program. Pre-professional study in healthcare, public health, and related fields is attractive to many of the most academically talented students entering college today, and career prospects are strong for the foreseeable future. A credible, visible initiative in healthcare would open new opportunities to recruit students
who would otherwise not consider John Jay, and it would encourage strategic partnerships with organizations and agencies across the city and region. An “education for justice” aligns naturally with a consideration of healthcare issues, given the fact of often scarce and always costly public resources distributed inequitably across the population. In 2010 the Agency for Healthcare Research and Quality (part of Health and Human Services) carefully documented the healthcare disparities in America through its “National Healthcare Disparities Report” with respect to certain services, race, income, and other populations (rural/urban). In global terms the disparities are larger, and as John Jay redefines and extends its international reach, the opportunities to include health and healthcare within our justice mission are more obvious than ever. Even criminal justice harbors important healthcare issues, from health in prison populations to the causes of crime rooted in mental and physical health. There are as well many regulatory and compliance health issues subject to judicial review, especially in environmental health and policy. Healthcare and justice are inseparable.

Objectives and strategies for Pre-Health programs:

- John Jay will prepare competitive applicants for health professions professional schools—including public health—through comprehensive individual support and advisement starting with recruitment in high schools and continuing to graduation.
- Pre-health advisors will serve as the liaisons with health professional programs.
- There will be an extensive network of clinical opportunities for students at healthcare organizations and agencies, both domestically and abroad.
- Pre-health advisors will belong to and participate in relevant national pre-health organizations.
- There will be a “pre-med” institute along the lines of the “Pre-Law Institute.”
- PRISM will sponsor MCAT study groups and prep courses.
- We will extend outreach beyond PRISM to inform and attract potential applicants.
- There will be a public health undergraduate degree and collaboration with the CUNY SPH on an MPH in Criminal Justice.
- John Jay will be an active participant in CUNY SPH Consortium.
- There will be a library of MCAT-related and other reference materials.
- A comprehensive pre-health website will inform current and prospective students.
- Students will get support in the soft skills needed for application to health programs.
- The science curriculum will meet the needs of pre-health students through basic and more specialized courses.
- Medical colleges and other healthcare-related organizations will want to participate in the John Jay Graduate and Professional School Admissions Fair.
• Representatives from medical colleges and other healthcare-related organizations will have frequent opportunities to interact with students on campus.

10. Foster a Supportive Environment for Faculty

“Our faculty members are exceptional teachers who encourage students to join them in pursuing transformative scholarship and creative activities. Through their research our faculty advances knowledge and informs professional practices that build and sustain just societies.” Mission Statement

In the past decade, the college has prioritized the hiring of faculty, increasing the professoriate from 319 to 415. These new faculty were selected for their promise to advance the college and to realize the aspirations of John Jay @ 50 as an all-baccalaureate institution, dedicated to student success, effective pedagogy, and excellence in research, scholarship, and creative work. Newly hired faculty joined veteran faculty in activities intended to achieve the goals of the Critical Choices agenda and the Master Plan: development of new curriculum; extensive revision of existing curriculum, including a revised general education; honors education; online education; advisement in the majors; undergraduate research and other extracurricular mentorship of students in experiential learning; and increased grant activity, scholarly productivity, and global engagement. Faculty also assume leadership and service roles that facilitate the forward momentum of change at the college.

As our faculty aspire to national and international prominence in their endeavors, the College has an obligation to increase the resources available for faculty development, support, and recognition. As we look toward the next five years and beyond, it is clear that our success and the achievement of the institutional objectives of John Jay 2020 will depend on the dedication of our faculty to our shared goals. Accordingly, we must make a substantial and sustained investment in the faculty so that they are successful in advancing their careers, teaching and mentoring our students, and pursuing scholarship and creative activities that have the potential to transform the world.

The 2020 plan for fostering faculty excellence:
• Create a $1 million endowment to fund an award program that enables faculty to focus their time on being highly productive in their core academic activities (research, scholarship and creativity, teaching, and public engagement)
• Provide annual funding ($15,000) for the Center for the Advancement of Teaching to support a program of adjunct development for 30 faculty, including stipends for participants.
• Develop future leaders from among the faculty through a Faculty Fellows program in which faculty on full release will serve as associates of an administrative officer (e.g. Dean of Undergraduate Studies) for a three-year period.

• Maintain and selectively strengthen in cost-effective ways the core infrastructure that supports faculty, including the library, research space, departmental staffing, the print shop, and the business office.